

Common Core Anchor Standard (RL.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			MAIN ACADEMIC DEMAND <i>Compare and Contrast Information Presented in Different Formats</i>		
Common Core Grade 7 Standard (RL.7.7): Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).			GRADE LEVEL ACADEMIC DEMAND <i>Compare and Contrast Portrayals of a Subject in a Text and in Other Media</i>		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium	Reading-Centered Activity: Organize <i>information on a Venn diagram, after teacher modeling</i> , to compare and contrast the portrayal of a subject in a text and another medium
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe the similarities and differences between the portrayal of a subject in a text and another medium, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

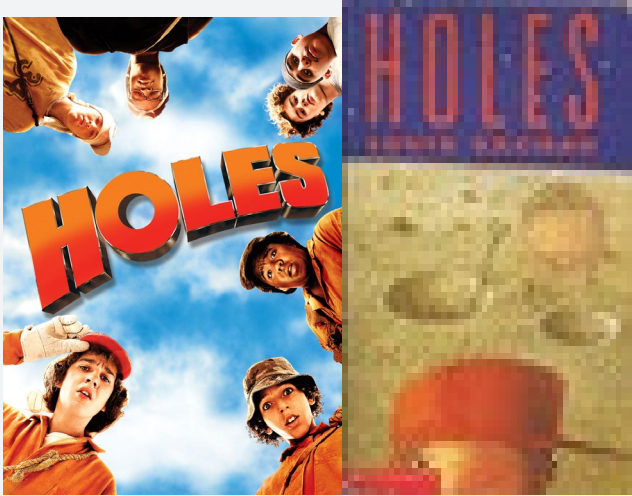
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GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast Portrayals of a Subject in a Text and in Other Media

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to analyze techniques unique to a movie (e.g., The lighting is ____; the sound and music in the film show ____; the camera focuses on ____).
- Use sentence structures to compare and contrast the story and the film versions (e.g., Both the book and the movie show that ____; the book emphasizes ____, whereas the movie shows ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Summary of the movie and book <i>Holes</i> by Louis Sachar (1998): Stanley Yelnats is set to serve an easy sentence. But Stanley is not going where he thinks he is going. Camp Green Lake is like no other camp anywhere. It is a bizarre, almost otherworldly place that has no lake and nothing that is green. Nor is it a camp, at least not the kind of camp kids look forward to go to.</p>  <p>Retrieved from www.goodreads.com/book/show/38709.Holes</p>	<p>In a small group or whole class setting, compare and contrast a written story with its filmed version (a summary of the book and movie is offered in order to facilitate the comparison):</p> <ul style="list-style-type: none"> • Use words and phrases to analyze the techniques unique to a movie (e.g., The lighting is <i>bright/foggy</i>; the sound and music in the film show <i>suspense</i>; the camera focuses on the <i>depth</i> of the holes the boys are digging). • Use sentence structures to compare and contrast the story and the film versions (e.g., Both the book and the movie show that ____; the book emphasizes ____, whereas the movie shows ____).